**WLPCS**

**Theater 5th grade Syllabus**

**Mr. Baldwin**

**2015-2016 School Year**

Please contact me with any questions.

sbaldwin@latinpcs.org

School phone: 202-223-1111

**How can we communicate through Theater?**

Fifth graders are by their very nature, uniquely curious, willing to communicate and stretch their wings and ready to take chances with new experiences.

Essential questions will be addressed and explored, such as; What is Theater?

How is Theater created? Where did Theater come from? Why does an audience go to the theater? What do you want to feel at the theater? How do we gain a deeper appreciation of not only the world of Theater, but also its relationship to our contemporary world, our cultural influences, and ourselves?

Through cooperative efforts we will discover, create, analyze, and problem-solve to complete common goals and create community.

**Greek Theater History**

The origin of Western Theater traditions is understood in the study of Greek Theater. Students will build vocabulary, identify key elements of Aristotle’s Poetics, and see the how the traditions of Greek Comedy and Tragedy shape our modern Theater.

**Acting Work**

This course will encourage students to observe the world around them. Imagination work and the study of character, teamwork and story will be explored in improvisation, team-building exercises and the tradition of storytelling. Fairy Tales will be studied to understand how an actor develops character. Observation skills will be developed to understand Human character and behavior. In-class performance projects will help us to assess students’ mastery of the Theater curriculum.

**Journaling**

Students will keep daily journals in the classroom to record thoughts about Theater, performance, people, history and stories. The use of proper spelling and grammar will be encouraged but the flow of feeling and thought takes precedence.

**Voice and Movement**

The Voice and the Body are two of the most important Actor’s tools. Regular work on developing these tools is the backbone of this course and like the human backbone, learning these skills will help students build a foundation from which they can stand up and speak out.

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**Grading**

Homework 15%

Class work and projects 25%

Assessments 20%

Participation 40%

**Late Homework – Daily Assignments and Long-Term Projects**

*Daily homework*

The point of homework is to advance a student's learning through independent practice and/or exploration. Homework and class work are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework for full credit; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will receive only partial credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

*Long-term projects*

The work for most projects in Theater will be done in class. However, we expect students to continue their efforts outside of this class time. Because we take seriously our responsibility to teach students how to manage their time and plan for a long-term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project on time are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers will determine any exceptions for illness, significant family events, etc.